

Title: Career Information System Utilization and First-Year High School Students' Vocational Skills Self-Efficacy, Outcome Expectations, Work Hope, and Career Decision-Making Difficulties

Abstract: The aim of the present study was to examine the effects of Career Information System (CIS) modules on high school student career development indicators. CIS is an internet-based computer system of occupational and educational information designed to help users become more knowledgeable about themselves, occupations, and postsecondary options, as well as to provide career planning support. We evaluated two distinct applications of CIS modules, including self-assessments and corresponding occupational and educational information, among first year students in two Oregon high schools. Intervention group vocational skills self-efficacy, outcome expectations, work hope, and career decision-making difficulties were assessed before and after exposure to CIS modules. First-year students who did not participate in the CIS intervention served as the control group. At School A (n = 395), intervention participants completed the Interest Profiler module of CIS. At School B (n = 364) the intervention participants completed the Interest Profiler, IDEAS, SKILLS, Reality Check, and Work Importance Locator modules of CIS. Data were analyzed separately. CIS intervention participants at each school demonstrated significant post-test differences relative to control group participants. Specifically, CIS participants at School A had higher work hope and lower career decision-making difficulties associated with inconsistent information and lack of information, and at School B, higher vocational skills self-efficacy, relative to control participants at posttest. The effects of CIS did not vary as a function of race/ethnicity or socioeconomic status at either school. Findings contribute to the scant literature assessing the effects of computer-based career interventions for high school students.